AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIII. ST. LOUIS, MO., JANUARY 9. 1891. No. 12.

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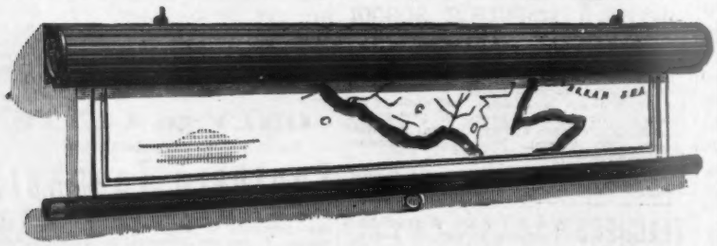

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AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIV. ST. LOUIS, MO., JANUARY 9. 1891. No. 1.

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AMERICAN And National Educator.

St. Louis, Mo., Jan. 9. 1891.

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This is No. 1, of Vol. 24, of the AMERICAN JOURNAL OF EDUCATION. A Happy New Year. We sincerely wish this for all. We feign would help all to realize it in their life, and with Tennyson would—

"Ring out the false, ring in the true."
* * * * * * * * *
"Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land—
Ring in the Christ that is to be."

CONSCIENCE illuminated by intelligence and love gives us a Christ, dwarfed, by ignorance and selfishness, it gives the world a Judas. Love and intelligence such as our schools give, come to be a precious saving patrimony to the people.

MERCY is good—clemency is great, but we must know that he who *saves* the wolf, kills the sheep.

BY-LAW No. 3 of the N. E. A. reads: "Each *paying* member of the association shall be entitled to a copy of its proceedings."

Now you know the privileges of "each paying member" of the N. E. A. "Hash" while there and "hash" to chew over again when you get home.

WILL there be a *great* rush of ladies and gentlemen to Toronto, to be disreputably "*squeezed*" out of $2.00 by Boss Sheldon, for the privileges accorded a "paying member" of the N. E. A.?

THE "thimble ringing" scheme inaugerated by Bicknell of the *New England Journal of Education*, and carried forward by "Sheldon" and his "ring," until he brags of "squeezing" $30,000 out of the "school marms" of the country begins to falter, especially when we get at the duties, responsibilities and *privileges* of "each paying member" of the N. E. A. See by-law No. 3.

LOOK at the marvelous increase in the assessed value of property in the south for 1890 over any other year. It is put down at $270,000,000. This is an under-estimate instead of an over-estimate. That is over $22,500,00 per month, of a solid accretion of property. Such an accumulation of money in the hands of the people means better schools, better compensation, longer school terms, more efficient teaching, more progress, more comfort and wealth, more of everything that enters into a prosperous christian citizenship. We rejoice in all this prosperity. Let the politicians keep their "force bills" quiet. Plant the school and the church and the newspaper and these so-called "political problems" in the South and elsewhere will adjust themselves. We say a "Happy New Year," to all the people.

THESE children, who come to us athirst for knowledge, have as yet done no evil—they are purity, justice, truth and the highest angels of heaven hover about their souls to preserve and enrich them. Our teachers should help and not hinder their fullest development.

THE public and private schools of the United States, as a whole were never doing more than at present. The four hundred thousand teachers are a growing moral and intellectual force, command respect and attention. The amount expended for public schools the last fiscal year was over *one hundred and thirty-two millions of dollars.*

There is no doubt that the people of the United States believe in the work done by our teachers in the public schools when they *pay* such a sum of money to maintain them.

THE field for a fearless press in this country is simply immeasurable.

IN educating and training the children, we educate and train and *save* 'ourselves, and insure a happy and prosperous future.

WE hope now that the line has been distinctly drawn between the plebian paying members, and the "officers' and "committees" of the N. E. A. that the plebian *paying* members will clip out and paste into their hats, and pin onto their bonnets President Canfield's statement "*that all* its affairs were *necessarily* in the hands of its officers and committees." See page 27 of journal of proceeding for 1890. What in the world *could* the plebian *paying* members of the N. E. A. have been thinking about up at St. Paul. Let the plebian *paying* members of the N. E. A. be taught to keep their place at the meetings and only dare to sneeze when Boss Sheldon takes snuff.

THE Toronto, Canada, people must know that the N. E. A. meets there not from choice at all, but from necessity. No city in the United States would give a cent for its entertainment, and we learn that even the boss boodler Sheldon has now been repudiated by the railroads. He has played this boodle game on them until he has squeezed $30,000 out of them and out of the plebian teachers, who were so greatly enraged and grossly insulted by him and his "tool president" at St. Paul.

This poor pigmy, Sheldon is finding his level at last.

ALL the affairs of the N. E. A. says the "tool president," Canfield, are "*necessarily* in the hands of its officers and committees." Why *necessarily* in their hands?—because—these "officers and committees" are self-elected and self-perpetuating. What sort of people are the *four hundred thousand* teachers of the public and private schools of the United States, that they put their necks under the heels of such an infamous "ring" as this.

OUR teachers and others too will bear witness that we have urged them for years to be specially *helpful* and useful to their pupils and patrons in the matter of letter writing, and in training them to address all letters plainly and properly. Now comes the official statement that over *six million pieces* of mail matter go to the *dead* letter office each year for *lack* of this training. Ignorance costs. Intelligence pays.

LET us spend more for schools and less for prisons and garrisons in this country.

THIS power of an enlightened conscience must be allowed to guide, and then events do not and cannot greatly disturb us.

INTELLIGENCE—obedience to law—such as is constantly taught in our schools insures both progress and power among the people. This is a constant—a growing need. Let us establish, protect and perfect our schools until all the States rejoice in these new elements of prosperity.

EXPIRING inanity and despotism seems to be stareing in wonder at this uprising of the people. Parties, to live and prosper now-a-days must have something more than a dead past—to be worthy to live, they must be willing and able too—to do—something more than to administer on the "spoils" else the people will repudiate them, the people are the *power* now.

WHEN man touches intelligently—nature, wood, stone, iron, something of man's spiritual power seems to enter into them and they are no longer quite, inanemate matter—they represent ideas—no danger of exhaustion, or of over production either.

THE man of the past, of darkness, of superstition, of barbarism is to retire and the man of the future illuminated by conscience, by integrity, by intelligence is to make the *ideal*—real, and the hoped-for-good, an eternal realization.

IGNORANCE and superstition and bigotry are a sheaf of scourges, while light, liberty and intelligence are the seed-wheat of progress, prosperity and safety for the people. Let us multiply this seed-wheat—extend and perfect our systems of education in all the States, employ and compensate the royally endowed men and women who teach and train for American Christian citizenship, multiply common schools, the private schools, the academies. It is now each for all, and all for each. Intelligence, patriotism and Christianity *insure* all this.

THIS mother cry of the children which God sends to us through their innocence and helplessness ought to find a response in all souls until we lead out and land the little ones into a place of light and of safety. The home, the school and the church are a trinity of safety about which there can be no dispute.

WHO sets the cradles in the midst of life and strife—who watches over them with most interest—who should educate and train if not the mother. The three highest ideas of man center there—humanity, family, country. The school stands for these ideas, works for them, protects, inspires and saves them. Our schools thus become the most potent as well as the most important factor of this new Christian civilization. Let us extend and perfect them by the tenderest care, the deepest sympathy and the highest Christian patriotism.

THIS devotion, sacrifice, abnegation, if you will—of the real teacher—the sweet tender interlacing of sympathy tenderness and love by which the child and the children are drawn into higher moods of thought and higher modes of action, who *can* place an adequate proper estimate on such work.

THIS invisible and so called intangible work of the real teacher is sublime. The visible work is great in the culture and power it gives. The invisible—the character building is more precious and of vaster proportion. Who is sufficient for this?

IMPORTANT INFORMATION.

"I speak but in the figures and comparisons of it."
—SHAK.

We invite earnest attention to the following carefully prepared statements given by Gen. Noble, the Hon. Secretary of the Interior in his Annual Report under the head of

EDUCATION.

"There are now enrolled in the public schools of the United States 12,291,259 pupils, or 19.7 per cent. of the total population.

The increase during one year has been 220,903, or at the rate of 1.83 per cent. per annum, while the increase in school population has been 2.17 per cent. per annum. The progressive *decrease* in the number of pupils compared with the population in the Northern States is still going on, six Northern State showing an absolute decrease, and New York showing an increase of only 544 pupils against an increase in school population of over 30,000. This apparent retrograde movement is accounted for by the Commissioner by the increase of private and parochial schools, and by the tendency to refrain from sending children to school at as early an age as heretofore.

The following table shows the change in the percentage of population enrolled as public school pupils since 1870:

	1870	1880	1889
The United States	17.8	19.7	19.7
North Atlantic Division	22.1	20.2	18.3
South Atlantic Division	6.3	16.4	18.7
North Central Division	24.4	23.2	22.8
South Central Division	7.5	15.4	17.7
Western Division	13.8	16 3	16.5

In this table the North Atlantic Division is composed of New England, New York, New Jersey and Pennsylvania; the South Altantic of the States south of Pennsylvania bordering on the Atlantic, Maryland and West Virginia; North Central, the States west of Pennsylvania and north of the Ohio River, Arkansas and the Indian Territory and east of Colorado, Wyoming and Montana; the South Central Division, the States south of the North Central and east of New Mexico. The balance constitutes the Western Division.

The average number of pupils daily attending the public schools is 65.1 per cent. of the whole number enrolled. The percentage in 1880 was 62 3.

The number of public school teachers is as follows: Males, 124,929; females, 227,302; total, 352,231.

The average wages for male teachers is $42.43; for female, $34.27. The public school revenues amounted to $132,124,200. The total amount expended the past year for public school purposes was $132,129,600, being an increase over the preceeding year of $8,861,660, or at the rate of 7.19 per cent. per annum.

The amount expended for all purposes per capita of the population was $2.12, of which $1.41 was for salaries. To educate a child in the United States costs at present an average of 13.3c per school day, of which 8.2c is paid for salaries of teachers and Superintendents.

The rate of growth of school expenditure (7.19 per cent. per annum,) when compared with the rate of growth of the number of pupils enrolled (1 83 per cent.) is seen to be extraordinary, and indicates as a rapidly growing per capital expenditure.

The total school expenditure per capita of population at different periods is as follows:

	1870	1880	1889
The United States	$1 64	$1 50	$2 12
North Atlantic Division	2 31	1 97	2 67
South Atlantic Division	47	67	98
South Central Division	48	53	84
North Central Division	2 09	2 08	2 77
Western Division	2 02	2 41	3 22

HOW THEY ARE MADE.

"Our *frailty* is the cause, not we,
For such as we are made of, *such* we be.'
—SHAK.

THESE "little tin gods" who are wheeled out for the wonder, admiration and astonishment of the "plebians" who attend the N. E. A., and who are known as "The Board of Directors" and as such, put "on exhibition," are "made up," painted and labelled by *themselves* as follows:

We quote from and invite careful attention to Sec. 2, Article IV of the Constitution of the N. E. A.—: "The President, Vice-Presidents, Secretary, Treasurer, Directors, Life Directors, President of the Council, and presiding officers of their respective departments shall constitute the Board of Directors, and as such *shall have power to appoint such committees from their* OWN NUMBER as *they* shall deem expedient!"

That is how these "little tin gods on wheels" are made and trundled out. "Shall have power to appoint *such committees* from *their own number* as *they* shall deem expedient." What right had the "plebian" Mr. Alexander Forbes, of Illinois, to offer a "Whereas" or a Resolution, or what right had that other plebian from Wisconsin, Mr. Hardy, to "second" any motion? Not one of "the little tin gods" had given consent. Bro. Sheldon, the Boston boss boodler had not given consent. If any "plebian" who had only paid in money year after year, could be allowed to speak or make a motion, how could this self-elected, self-perpetuating "committee of little tin gods" perpetuate themselves? No; the "tool president" squelched any such presumption at once. "Tool President', Canfield informed plebian Forbes [see page 27 of volume of proceedings of 1890] "that *all* its affairs were *necessarily* in the hands of its officers and committees," thus showing the plebian paying members of the N. E. A. present, *just how* "the little tin gods on wheels" who feed these plebians on "hash" or "bosh" are made.

WHEN we read just how "the little tin gods" of the N.E A. are made, painted, labeled and organized into a self-perpetuating, self-protecting cabal it does not require an exhaustive exercise of the intellect to trace up the motives of the "tool president" and the moral dwarf Sheldon, in their usurpations and infamous rulings at St. Paul.

The "boodle"—the $30,000—that Sheldon had "squeezed out of the school marms of the country," must be protected and kept out of the reach of the "plebians." How could Sheldon ever be elected "secretary" at a "fat salary" and have an "easy place" if those who had paid in the money, and *knew* him, could have a say in this matter.

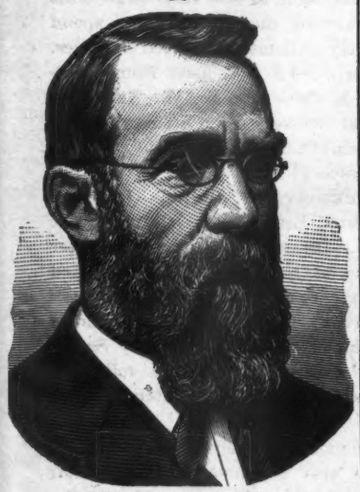
No, the "plebians" must be suppressed at once.

"The officers" and "the committees" from "their own number" are the only persons who have either "rights" or "opinions" that the little tin gods are bound to respect! The "boodle" was the objective point in the suppression of free speech and the assassination of the right of appeal by the "tool president" and the pigmy secretary—so much interested in "dumb animals."

IT might be well enough for those who have been so disreputably "squeezed" out of $30,000 by the boodler Sheldon from Boston, to read and digest Sec. 2 of Art. IV of the Constitution of the N. E. A. found on page 6 of the volume of "proceedings" of 1890. Also the "tool president's" reception and disposition of Mr. Forbes' resolutions and Mr. Hardy's appeal from the decision of the "tool president."

To scatter these spectres of darkness, crime and hatred we need to put the teachers everywhere to spread light and knowledge, Are the men and women we put into this work competent for this arena?

THESE four hundred thousand public and private school teachers in the United States lay a mightier hand on the future of this Republic than all the so called "Statesmen" gathered in our legislative halls—State and National. What these teachers put into all the first of these life they put into all the after lives of the child! Do we employ and properly compensate the men and women who do this vast and mighty work? There *are* those competent for all this. Is the question of competency uppermost, or is it a question of a few dollars and cents that turns adrift a competent man or woman for a "cheap hireling?"



PROF. C. M. WOODWARD.

FRUITS OF IT.

"If then the tree may be known by the fruit."
—SHAK.

ON page 125 of his latest work, * Prof. C. M. Woodward says, "the value of manual training when properly combined with literary, scientific, and mathematical studies is shown in various ways.

I do not find it easy to classify these fruits under such heads as economic, mental and moral; for a benefit conferred may fall under two or even all three heads. I will, however, adopt a certain order. I speak of manual training as a feature of the higher grades, and within the reach of all boys. It bears fruit only in proportion to its adoption.

1. *It keeps boys longer at school.* This result is very quickly noticed and fully appreciated. One superintendent says: "Manual training has increased the attendance of boys in the high school fully 33 per cent."

Another, speaking also of the high school, says: "Of the seventy-nine boys who took manual training last year, seventy-five remained in school at the close of the year. This is a remarkable fact in the history of our city schools."

* Manual Training in Education, by C. M. Woodward, A. B., (Harvard), Ph. D. W. H. Thayer, Professor of Mathematics and applied Mechanics. Dean of the Polytechnic School and Director of the Manual Training School of Washington University, St. Louis, Mo. With Illustrations.
"New York. Scribner and Welford."

A high-school teacher says that the efficacy of manual training is shown by the unusual attendance of boys. "More boys graduate this year than ever before in the history of the school."

Every one knows how classes of boys diminish as they approach and pass through the high school. I have already referred to the withdrawal through lack of interest. The superintendent of a large city says that of 108 pupils (boys and girls) entering the primary school only *twenty* finish the grammer, *four* are found in the second class of the high, and *one graduates*. For boys alone the showing would be worse. Not one-half of those who finish the grammer enter the high, and not 20 per cent. of those who enter complete the co ure.

Several hundred pupils have entered the St. Louis Manual Training School. A large proportion of these would not have gone to school elsewhere, I am certain, and yet 50 per cent. of them complete the course.

During the past year we have had many more applications of competent boys than we had places. The two lower classes have both been at a maximum throughout the year.

The Director of the Chicago Manual Training School (just completing its seventh year) says that while boys who enter the high school with an expectation of taking the full course drop out rapidly, many of them during the first year, the manual training schools which admits only boys remain crowded. Speaking of his own school, he says:

"It is less than the truth to say that the number applying for admission is double the number that can be admitted. Most of the applicants come from the grammer schools, having been admitted to the high schools. As many as 20 per cent. of some of our classes have spent a year or more in the high schools and enter the manual training school, begining with the first year. The parents of many of these boys are in very moderate circumstances, yet they prefer to pay a tuition fee of $100 a year rather than to accept for their sons the free tuition of the high schools. Nor do these boys seek the manual training school in order to escape mental toil. In addition to three hours' daily work in drawing-room and shop, they each have three daily lessons in the severer high-school studies. The school hours are longer than in the regular high school, extending from 9 a. m. to 3:45 p. m, and yet most of the preparation for their academic work must be done at home; so that the manual training schoolboy's day is filled with work.

"But he likes the work; he sticks to it; and advises his friends to come."

OF course *stagnant* water in a shallow pond is irritated if it is disturbed and begins to flow—but stagnation is not a sign of moral or mental health. Our teachers do not believe in stagnation in any direction.

REV. A. E. WINSHIP, who has done so much vigorous, helpful, healthy work for the teachers, as editor of the *New England Journal of Education* for years past, has retired from that position. or rather has been promoted to the position of managing editor of *The Boston Evening Traveller*. He will, in his new and wider field of labor become a vastly increasing educative moral force. He will take with him a large and a growing constituency whose habits of reading culture and character, he has done so much to establish. He is a clear thinker, a vigorous writer, a ripe scholar, and, better than all, a courteous Christian gentleman. *The Traveller*, always one of the best of the Boston dailies, will take on new vigor, breadth and scope, we are sure, under the management af Mr. Winship.

A NEW PRESIDENT.

Dr. M. M. Fisher, who as "Chairman of the Faculty" of the Missouri State University, has conducted its affairs for two years with so much success and efficiency, will soon be relieved of the administration of its various departments, and will devote himself more exclusively to his special department. Dr. Fisher has been earnestly seeking this relief during all this time. He accepted the position with reluctance, but the University in all its history has never had two years of greater success. There has been entire unaminity in all its various departments, great progress, growth and enthusiasm among the students, the people, and the faculty.

The new President, Prof. R. H. Jesse, comes to this position under the most favorable auspices, finding every thing ready to his hand; young, talented, experienced, ambitious, a great field, a great people ready and anxious to co-operate in every way possible to make a university adequate to the needs and demands of the twentieth century.

William Preston Johnson, president of Tulane University, where Prof. Jesse has spent the last twelve years, says: "I have no hesitation in recommending him for the presidency of the University of Missouri." Prof. Charles Venable of the University of Virginia, speaks of him "as a pupil. a professor, and a man; he is a gentleman of wonderful executive ability and high scholarly attainments." Among others who speak most cordially of Prof. Jesse's worth and work and his fitness for the presidency are: the faculty of the University of Virginia, where he graduated; the faculty of Tulane University, where he now is; Supreme Judge Fenner of Louisiana, who is one of the administrators of this University; W. T. Harris, Commissioner of Education; Senator-elect White of Louisiana; Superintendent J. M. Greenwood of Kansas City; Dr. A. D. Mayo of Boston; Rev. Dr. B. M. Palmer of the First Presbyterian Church of New Orleans; Prof. Thos. R. Price of Columbia College. Thos. J. Semms, president of the American Bar Association; Bishop John N. Gallaher; Gov. Francis T. Nichols and many others.

Prof. Jesse was present at the meeting of the curators just held in Columbia and returned to New Orleans after its adjournment. He has not formally accepted the office as yet, but it is believed he will do so in due course of time.

THE two assassins of the N. E. A. at St. Paul—the "tool president" and the moral dwarf Sheldon—after they had stifled "free speech" in an American assembly, and murdered the "right of appeal" from their infamous decisions, proceeded very properly to give attention to "*The Humane Society.*" They left the corpse of the N. E. A as a legacy to President Garret, and "on motion the committee on Necrology was authorized to report."

OF course after the "row" and "explosion" and "exposure" of the infamous ruling and conduct of the tool president Canfield and the pigmy satelite Sheldon, there was no city in the United States that wanted to pay anything for the exhibition of the corpse of the N. E. A. The mourners were thus obliged to and concluded to take it over to Toronto, Canada, with "the little tin gods" for another exhibition.

THIS Boston, boss boodler, Sheldon, this intellectual pigmy, this moral dwarf, who seems tall because he has perched himself on the shoulders of the N. E. A. is conspicuous still, even there—as a dwarf—but the simplicity which admits or begets admiration for *such* a dwarf, degenerates at once into folly.

MISS Laura B. Osborn, Freeburg Ohio, writes: Please say for the benefit of *all* teachers—this, for your "Aids to School Discipline." I used them last winter with the *greatest success*, and I can not get along without them. They largely increase the attendance and prevent tardiness and the pupils and parents are *anxious* to see what their children are doing, in both, studies, and deportment. We cannot too highly recommend their use."

BY the use of our **"Aids to School Discipline"** teachers soon **double** the attendance of pupils. These **Aids** interest pupils and parents alike, in the work done in the *school-room*—they prevent **tardiness** and **absence.**

Those who have **used them** and so thoroughly **tested** them, say that they not only **discipline** the school, but so far have **more** than *doubled* the attendance.

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S. M. MATHES, Little Rock.....
J. B. MERWIN.....
} Editors.

OUR schools are a vast wise plan for human regeneration. Their cost, great as it is, is an economy, there extension a safety, their perfection a power—uplifting the common people into law-makers instead of law-breakers. The more we expend on them the more we save.

ECONOMIZE in your tobacco, your whisky, your beer. In time all this will be a benefit to you and to the community. But don't economize in your school facilities, in your teachers compensation. In the length of the school term, give all the children a chance at a good school.

TWENTY-SEVEN thousand of the letters sent to the *dead* letter office contained drafts, checks, notes, commercial paper, etc., etc., in the sum of $1,471,871.00, while forty-eight thousand contained paid and cancelled obligations, receipts evidencing payments of money, deeds, mortgages, general miscellaneous papers, etc., etc. Ignorance *costs*, you see, and intelligence pays.

WE are in receipt of the Twelfth Annual Report of the "Bureau of Labor Statistics of the State of Missouri, bor the year ending Nov. 5th, 1890.

Mr. Lee Meriewether, the Commissioner, has made to Gov. Francis an exceedingly interesting, able and important report comprising over 550 pages. It is thoroughly indexed and contains just such matter as every farmer, teacher, merchant, mechanic and statesman in Missouri ought to know all about.

We are glad to see that the papers have published very liberal extracts, and every reading circle and every library in the state ought to have this Twelfth Annual Report for constant consultation. The members of the General Assembly will find in it very much material demanding legislation. Our family, not large in numbers, do not drink beer. Yet this report shows that $41.82 per family, on an average, has been spent for beer in the State of Missouri the last year. How much is spent for education?

We hope our new State Superintendent will be able to make a better showing than the saloons make as far as expenditures for education is concerned. We might go through and give a variety of statistics, analogous to the above, but we prefer that the people should get, read and digest this report, and give their attention to a correction of the evils laid bare in its incontrovertible pages.

We presume that Mr. Lee Meriwether, the Commissioner whose headquarters are at Jefferson City, will respond to calls for this valuable document. Our legislature ought to double its appropriations for the gathering and publishing of these valuable reports.

Boss Sheldon and his ring grant the N. E. A. the right, by *his* vote to give themselves a master—and that disreputable master is "Boss Sheldon." How do you like him?

IT is not only a loss of self respect but it will soon be found to be a vanishing honor to follow the Boss Boodler Sheldon in his disreputable conduct of the affairs of the N. E. A.

IT is time that the ten or the ten thousand teachers of the N. E. A. should cease to render assistance to the Boss Boodler Sheldon in his schemes to plunder and disgrace them.

IGNORANCE is a corpse, intelligence is a living vital principle giving the people power.

CULTIVATE YOUR MEMORY.

"And these few precepts in thy memory
See thou character."
—SHAK.

THIS is a practical, a business age. All methods of education, as well as all inventions are judged to be good or bad by their tendency to produce practical results, to enable those who avail themselves of them to be more efficient in their dealings with the work-a-day world and its multitudinous exactions. To place memory in the front rank of the requirements for the business man, is to give it the place to which it is justly entitled. A quick and reliable judgment is necessary to make the capable man of affairs, but without memory, judgment can have no basis upon which to operate.

It is so well known that attention need scarcely be called to the fact, that the greatest men in the world's history have been the possessors of remarkable memories. The stories of great captains who knew the names or faces of all the men in their commands, or of merchant princes who could instantly quote the prices of any commodity in the principal markets of the world, are familiar to every schoolboy. Such a man does not have a good memory because he is a great man, but his memory is the fundamental element of his greatness.

No man can excell, in any line, who does not *know* things. Wise action can be based only upon knowledge. Without memory knowledge is impossible.

Even a slight investigation will show that the most successful men in the mercantile, financial and transportation fields are possessed of wonderful mermories. By means therof they have at their fingers' ends the details of their immense business. It is only by being possessed of such knowledge of details that any man can nowadays win success.

A memory thoroughly developed by the rational method, made ready and broad and strong, will seize and retain one subject as well as another. Once properly, that is systematically, trained, it will enable a man as easily to remember prices as to remember a poem. A young man whose ambition is to excel in the commercial world cannot too early undertake the work of memory training. While the cultivation of the memory is more easily accomplished in youth, it is neither impossible nor impracticable in adult years.

Many men now engrossed in the toils of an active calling, daily almost or quite overwhelmed by multiplying cares, and the thousand particulars of a great business, often and bitterly regret that in early life they did not devote themselves earnestly and thoroughly to the development of a robust memory. Keenly they feel the lack of the power of mental retention. They must, at almost every juncture depend upon their assistants in their daily routine. They are therefore inevitably compelled to lose much valuable time. Letter files must be looked through, note books consulted, price lists inspected, tariffs studied over and over, before a single letter can be dictated or an order given. The leaders of finance rarely refer to their assistants or their files for a figure or a name. It is because they know these things, in particular and in general, that they are able to act and to win while other men are investigating and comparing. It is this very power which enables millionaire operators, merchant princes and railroad kings to surprise the world by the transaction of an apparently impossible amount of business during the short hours of a working day.

The training of the memory should be the vital basis of all commmercial education. Yet in the business colleges, as a rule, it receives apparently no thought. It is inevitable however that it must hereafter be given attention. The demands of commercial life are daily becoming more onerous, more details must be mastered, more facts and figures remembered. Only the possessor of a powerful memory can win and hold a chief position in the world of work. More than ever it is incumbent upon the young man that he shall enter active life thoroughly equipped with a memory that shall halt at no obstacles and, under no circumstances, shall forget its cunning.

Intellectual contest is now the form which the struggle for existence commonly takes. Whoever neglects to train and prepare his mind for arduous and prolonged endeavor risks defeat in the race of life by wiser rivals, who, more regardful of the world's prizes, have carefully prepared to win them by cultivating a strong, vigorous, retentive memory.

WEEK END TICKETS.

"When I was at home
I was in a better place."
—SHAK.

THE Jacksonville and Southeastern R. R. which covers so much territory adjacent to St. Louis has made itself very popular with the traveling fraternity as well as other people by its accommodating spirit and its liberal policy in all directions. Its cars are elegant, its time fast and it is soon to become—it is now, an important and controlling link and influence in the *New Red Line* track and train service to Chicago. In addition to this its "week-end ticket" arrangement is especially attractive and accommodating to the very large class of traveling men who like to spend Sunday at home with their families. In response to a request from President McGrew, Mr. W. W. Kent, the genial efficient and accommodating General Passenger Agent, of the line writes as follows:

JACKSONVILLE, Dec. 4.—George S. McGrew, Esq., National President T. P. A.—DEAR SIR: I have your letter of the 3d inst., and have instructed our agents to sell "week-end tickets" from all points on our line to St. Louis for the afternoon trains every Saturday, good returning the following Monday, and have extended this rate to Jacksonville, Springfield, Peoria and all intermediate points. I have also instructed agents to sell "week-end tickets" at one fare for the round trip. I have also instructed agents to sell in the same manner to Peoria, Jacksonville and Springfield as follows: To Springfield from Havana, East St. Louis and Carrolton and all points intermediate. and to sell to Jacksonville from Havana and East St. Louis and Mount Vernon, inclusive, and to Peoria from Jacksonville, Springfield and all intermediate stations. I think this will cover all the points that are necessary for our road. I have some time had this matter in contemplation, and hope that it will be satisfactory to you, and to the commercial travelers, who, I take pleasure in saying are our best friends.

If, at any time, I can be of any service to you in any way, I will be glad to do anything in my power.

Yours truly,
W. W. KENT,
G. P. A.

THE Chautauqua Assembly will make American topics especially prominent next summer. The plans include courses of lectures on American History and Literature, on the Educational Institutions, and the Industrial Development of the United States; popular stereoptican lectures on American Scenery, and the great cities of the Republic.

THE real teacher looks for and works for the enfranchisement of the people. It is duty rather than money which inspires him.

You will find the duties, privileges and responsibilities of the plebian paying members of the N. E. A. clearly defined in the By-Laws on page 8 of the volume of proceedings for 1890.

It takes only *six* letters over a line to dispose of the whole crowd of "paying members."

POINTERS.

"And smooth success be strewed before your feet." —SAAK.

THERE are a great many interesting "points" and pointers too, about short-hand, as all the young people who join our class will ascertain. It is a fascinating study, and so "handy" when learned, that of all the hundreds of short hand writers we have met, not one expresed the slightest regret on account of the time and expense required in mastering it. We are glad to say our "Special Class" promises to be a success in every way. When the course is completed, our students can "tell fortunes," as well as help to "make fortunes" by means of short-hand!

Our lessons are furnished by one of the most successful and skillful teachers in America, and the course which we give for $2 would cost, ordinarily, $15 at least, whether given by mail or personally. Send $2 to this journal at once if you wish to take advantage of this offer. You get the twelve lessons and the *American Journal of Education*, one year, postpaid, for $2.00. Send the money in registered letter or by money order to be safe, and write your name and Post-office address very plain.

Send your Postoffice address at once if your wish to join our class in *short hand* so as to get all the lessons. Remit $2 by postal note, or registered letter. Remember, that by joining *our* class you get the twelve lessons and a copy of the AMERICAN JOURNAL OF EDUCATION for one year. Address, AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis Mo.

GINN & Co., Boston, send us two valuable books, one entitled "Our Government," "how it grew, what it does, and how it does it," by Prof. Jesse Macy, of Iowa College, at Grinnell, Iowa. We are in no danger of knowing any too much about the *five* institutions under which we live called "governments." In fact most of us smart severely for not knowing quite enough of these, or doing quite enough for them.

This book will prove to be a material and essential help in both directions. It will help to stimulate and to guide observation and it will greatly assist teachers, pupils and parents too to interpret what "government" means. It is something more and better and higher than mere "partizanship" and should be so taught and interpreted.

SHELDON and Canfield and the little cabal that they represent, must realize by this time that the guerrilla warfare on the rights of the members of the N. E. A. finished nothing. It shows clearly though that in attacking the rights of ten or ten thousand by setting law at defiance—that they would rifle its treasury—if only they could get the chance—such leaders cannot command either confidence or respect.

SHORT-HAND.

The Third Lesson.

A Practical Course for Only $2.00. Send for Particulars.

PREPARED ESPECIALLY FOR THIS PAPER BY PROF. ELDON MORAN of ST. LOUIS, MO. (Author of the "Reporting Style" Series of Stenographic Instruction Books.

(Copyrighted.)

If you meet with any difficulty, or if you do not find Short-hand clear and easy at the start, do not for that reason throw down your pen. You can afford to be patient. Do not be overly anxious about the next lesson. It will come soon enough. Meanwhile, learn this one still better. Study, write, read, practice; work away. The oftener you copy the characters the better you will understand the principles. Obstacles melt away before an earnest worker. Leave no lesson until you are certain that you have mastered it, and can say "yes" to these questions: Do you understand the principle? Can you write it in the required time? Can you read it afterwards? Have you written it as it was read to you?

Speed in short-hand is of no consequence unless what is written can be read afterwards. Legibility, or readability, depends in part upon the accurate forming of the characters. To do this it is not necessary to write them slowly; on the contrary experienced stenographers produce the more perfect outlines with a somewhat rapid movement, just as an experienced penman executes the most graceful curve by a quick stroke, rather than by slowly drawing it. The student should learn at the outset to write the characters rather than draw them. Nevertheless the beginner needs time at first, and ought to form each character a number of times with care and deliberation until the outline is firmly impressed upon his mind before attempting to write it quickly. Afterwards write it rapidly, and continue doing so until it can be done both accurately and quickly.

Introduction cards will be issued with this lesson to all members of the Special Class.

EXPLANATION.

Vowels are written at the *beginning*, *middle*, and *end* of the stems, in what are called the *first*, *second* and *third places*. The sound of a dot or dash depends on the *place* it occupies. A *third place* vowel, occurring between two stems, is put by the *second*, as *ow*, in *cowed*, line 9. There are likewise, three consonant positions; 1st, *above*, 2d, *upon*, and 3d, *through*, or *beneath* the line.

PLEASE put on the name of the county as well as the post-office, and State, in which you reside, on all letters addressed to the AMERICAN JOURNAL OF EDUCATION, to insure a prompt delivery of the paper you order. Then it will go promptly and you will get it and its splendid Premium and rejoice! Send all money by registered letter or money order.

The circle *s* should be made small as possible, and always be placed on either the upper or right-hand side of the stem. If *s* begins a word, it is pronounced first, altho a vowel may be at the left of it. See *side*, line 6. Many of the commonest words are expressed by abbreviations, called word-signs. See lines 11 and 12. These should be copied a great many times, and committed well to memory.

First—Copy Plate 3 ten times. Compare and correct.

Second—Write lines 3 to 10 as the words are read to you from the Key. Carefully compare your writing with the Plate, correct and continue writing until mistakes cease to be found.

Third—Practice on *word-signs* until you can write the list easily, forwards or backwards, as it is read to you. Practice on the Plate until you can write it in four minutes.

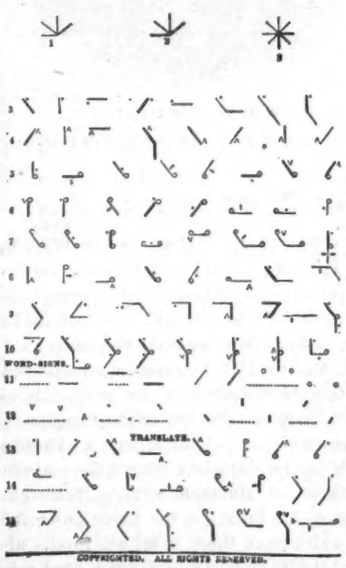
KEY TO PLATE 3.

Figures 1 and 2 show the *direction* of letters, the rule being *toward the centre*. Fig. 3 shows their *attitude* and *relative length*.

3 Bee tea key gee eke peak peep deep.
4 Joy toy coy Boyd bough chow out outch.
5 Days goes pays pose chose gaze buys joys.
6 Side seat soap seige sage soak sake sate.
7 Spice space seed sakes skies spokes spikes DeSoto.
8 Dow stow cows base chase scow beak cope.
9 Beach cheek keep keyed cowed gouge coke bestow
10 Cages betakes beseech beseige beside decide outside decays.
11 *Word-Signs*—Common come give together which advantage is his as has.
12 I high how the a all two (or too) already before ought who.

Translate lines 13, 14, and 15.

Plate 3.



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—TO—

J. B. MERWIN—*Managing Editor* AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis, Mo.

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☞ *Here sign your full name,*

and write it very plain.....

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State of.....

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HUMORS OF THE BLOOD, SKIN, AND SCALP, whether itching, burning, bleeding scaly, crusted, pimply, blotchy, or copper-colored, with loss of hair, either simple, scrofulous, hereditary, or contagious, are speedily, permanently, economically, and infallibly cured by the CUTICURA REMEDIES, consisting of CUTICURA, the great Skin Cure, CUTICURA SOAP, an exquisite Skin Purifier and Beautifier, and CUTICURA RESOLVENT, the new Blood and Skin Purifier and greatest of Humor Remedies, when the best physicians and all other remedies fail. CUTICURA REMEDIES are the only infallible blood and skin purifiers, and daily effect more great cures of blood and skin diseases than all other remedies combined.

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Send for "How to Cure skin and Blood Diseases."

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Backache, kidney pains, weakness, and rheumatism relieved in one minute by the celebrated CUTICURA ANTI-PAIN PLASTER. 25c.

WHEN the child wakes up to the fact that he is a growing intelligence and a growing power by virtue of that fact, all possibilities open out before him, he puts his foot on that ladder and begins under the influence of his teacher an infinate ascent—from the earth to the stars. The teacher is the the leader of ideas as well as of youth.

YES, the universal testimony of those who are using our **"Aids to School Discipline"** is, that their **use** more than **doubles** both the **attendance** and interest of pupils. This testimony multiplies every day too, as **"Our Aids"** are **more extensively used.**

Address, with stamp, for samples and circulars, **The J. B. Merwin School Supply Co.,** 1120 Pine St., St. Louis, Mo.

Many parents make the serious mistake of supposing that *Short-hand* cannot be successfully acquired by children. We know of girls only fourteen years old, who earn already thirty dollars a month.

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W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

IT sometimes happens that we, who permit and connive at this crippling of the means for the proper education of the people by voting down the school tax, are more cowardly than the "bummer" who is more active in directly doing this mean work. We err greatly when we undertake to limit the education of the people in this country. We need more intelligence among the masses here than under any other form of government. The *people* are the power here. If they are wise, intelligent and moral, they use power wisely and intelligently; if they are ignorant and corrupt, they use power unwisely to destroy. Let us educate liberally and broadly. In that alone is our safety.

THIS debate between ignorance and poverty on the one hand and conscience and duty on the other, is often a pathetic one. Our schools must educate all the time in truth, honor and probity, as well as in intellect.

WHAT a belittling of the great and grand idea of the state—the Nation, of this Republic—is the scheming to economize in the education of its children, of its citizens, of its law-makers, of its rulers. What vast interests are jeopardized by this penuriousness in our school advantages. All these school facilities ought to be greatly and vastly enlarged, more competent teachers employed, the school terms made longer, compensation increased, libraries of good books placed in every school district, and the people enlightened by our teachers everywhere.

SOME of the members of the N. E. A. object—we think, with propriety—from the one man government furnished it by the little Boston "boss."

EVERY properly educated school by its democratic form of government and the power it gives all the people, represents the intelligence, progress and virtue of America.

IGNORANCE, prejudice and bigotry are ligatures—the teachers loosen these—they give light, liberty, power—they take the child who would only be a mummy or a criminal, and by their work transform him into a man and a citizen. Such work is great.

THOUGHT is nourishment. Equity is both higher and better than justice.

WE want equality in this country. We do not want or ask identity. Let us establish, protect and perfect our school systems until all shall have an opportunity to make the most of, and for themselves, on the above basis.

THE Theorem of Life which these *wise* cultured teachers stamp into the young brains of the children comes out as a shining solid enduring-piece of character and practical wisdom some day.—Get the wise and the cultured to train *your* children.

President Canfield and Boss Sheldon not only struck all the teachers of the United States across the face at the N. E. A., but they struck down liberty of speech and worse than that—the right and the liberty of appeal. A "ring" must be in desperate straits indeed when such a thing can be done—in such—an assembly. We have had enough of such boodle booming as this—from Boston.

WM. T. HARRIS, L L D.

SCHOOL SUPERVISION.

"Without the which,
There were no expectation of our prosperity."
Shak.

FROM the preface by Dr. Wm. T. Harris, of the volume in the International Educational Series,* entitled "School Supervision" we make the following important extracts:

Before 1837 Connecticut surpassed the other States in the education of its people. But the mighty engine of supervision wielded by a Horace Mann immediately turned the scale in favor of Massachusetts. Municipal taxation proved a far more powerful instrument than a school fund, although the latter had done good service in its day.

For the support of schools in sparsely settled rural districts, the State school fund and the quota assigned them from the State school-tax are still the most important item. For cities and wealthy communities the local municipal tax is the chief and indeed a sufficient resource, except in those States that have limited the rate of taxation by constitutional provision.

*The editor of this series may be pardoned for mentioning the circumstance that his early schooling took place first in a backwoods school district in Connecticut entirely supported by the school fund; and, secondly, in the city schools of Providence, then under the supervision of Mr. Bishop.

The editor of this volume remembers many visits of inspection made by him to the principal cities of the country in the decade 1867 to 1876. While many school systems excited admiration for general excellence or for special features, he found no system to compare with that of Chicago while under the supervision of Mr. Pickard, the author of the present volume. To procure for this Education Series a volume embodying the results of an experience so successful has therefore seemed very desirable. Before assuming the charge of the Chicago schools, Mr. Pickard had done important service as State Superintendent of Wisconsin, and since that time he has for nine years presided over the State University of Iowa.

Inasmuch as the city superintendent is valuable chiefly for what he accomplishes through his influence on his corps of teachers, with a view to a discovery of the means by which this influence is secured and its results made efficient, I call attention especially to the chapters in the following work that reveal the method and policy of the superintendent's action.

The discussion of the subject of examinations and promotions in Chapter XI will prove instructive to all who have been disposed to make the graded system a sort of Procrustean bed, which held back talented pupils and unduly forced the dull ones. In this chapter also the legitimate uses of written examinations are admirably presented.

Chapters XIV and XV, together with Appendix A, are devoted to the ever important theme of moral education—a question that is now exciting more attention than ever, owing to the active movements in progress tending to secularize the instruction given in the common schools.

THIS generation has no right to handicap with ignorance the next succeeding—elect only intelligent liberal men to administer our school affairs let us extend and perfect the schools, and so give the people power.

WHOEVER is neuter in such a time as this on the question of education is impotent.

MISS Annie Strauss, of Shiner, Texas, in ordering a large number of our "Aids to School Discipline," concludes her letter as follows: Your "Aids to School Discipline." are simply *invaluable* to us. They insure regular attendance, *perfect* recitations, and create great interest not only among the pupils, but among the parents, and of course they very largely *increase* the attendance.

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Address the J. B. Merwin School Supply Co., St. Louis, Mo.

J. L. PICKARD, L L D.

COUNTY SUPERVISION.

"We thank thee for thy care and honest pains."
Shak.

PRESIDENT Pickard, who furnishes one of the most valuable and interesting of the volumes in the International Educational series published by D. Appleton & Co., New York*, gives, in chapter V, under the head of the "*County* Superintendency," the following helpful and practical advice to County Superintendents:

"In visiting the schools of a county the superintendent should be guided more by the needs of the schools than by his own pleasure. To this end he will visit most frequently those schools whose teachers need the most advice, and, if time fails, neglect those which are most efficiently managed and taught.

The inefficient school sometimes needs less supervision than do the officers of the district. Conference with officers, and securing the company of one or more as he visits the school, will open the way for improvement where the teacher is not so much at fault as the officers. Frequent evening meetings, to which parents are invited, will furnish an excellent channel through which the influence of the superintendent may flow.

The most efficient aid will be found in the weekly press of the county. It reaches many homes and has a healthful influence. By a judicious use of the superintendent's column, officers may become acquainted with their duties and responsibilities under the school law; they may learn what is done elsewhere under conditions even less favorable than their own; better school-houses will be planned, better seating furnished, better lighting, heating, and ventilation secured, and all without increased expense to the people; the needed qualifications of teachers will be better understood; their own excellences may properly be known to others, and a laudable ambition be stimulated; their own failings may be portrayed in the better state of things existing in some neighboring district, and their pride

* School Supervision, by J. L. Pickard, L. L. D.

be touched without offense, as their own short-comings are not published abroad; the merits of special illustrative apparatus or of text-books may be judiciously presented. This last item needs very wise handling, but the duty of purchase rests upon school officers, and should never be delegated to teachers. The duty presses with greater force when free text-books are furnished pupils at public cost. In all these channels the superintendent should be a wise pilot. Accepting his responsibility, and using the press and public address and private conference, as the means of discharging his duty he will find a rich reward in the progress of the schools supervised."

THE EDUCATIONAL EXHIBIT

"There is great expectance here."
—SHAK.

DR. WM. T. HARRIS, United States Commissioner of Education, at Washington is heartily in sympathy with the thoughts expressed in this Journal, that the Educational exhibit should be entirely separate, *comprehensive* and *complete*, even to the photographic representation of *country schools* as they actually exist, in the remotest corners of the United States. This is right, *completeness* should be a feature of the great Columbian Educational Exhibit. The teachers throughout the country can rely upon the energetic co-operation of the Department of Education at Washington toward making the exhibit a success in every particular, but the work cannot be done by the Bureau of Education, alone, every one of the *half-million teachers* in the United States must take an interest in it. The *Several State Teachers Associations* should immediately take the matter in hand.—A strong committee should be appointed by every State Association to see to it, that their respective Legislatures make adequate appropriations for the *Educational Exhibit* as money will be required. Another strong committee should be appointed as general managers to put into execution with promptness, whatever plans are developed by the Directory, and to infuse life and energy into the preparatory work in every county in the United States.

Let there be a grand spirit of emulation among schools. Get the children interested and through the children, their parents, more general interest and enthusiasm can, and should be created in behalf of the educational exhibit than in the "*cattle show*" if properly handled.—There is no question about the stock show, millions of dollars will be expended on it. Millions of dollars will go into the Agricultural Exhibit.—Millions more into the Fine Art Exhibit.—The Educational Exhibit is more important than anyone of these. Why not put millions into the most momentous and far reaching of all the departments.—Ask, and it shall be given.—Let the chorus be started at the State conventions and associations by some rousing address on the subject, and then let vigorous and efficient committees prolong the sound—until every school and every home is reached and every heart enlisted in the great enterprise.

ALL COMBINED.

"They were trained together."
—SHAK.

IT now looks as though in every considerable town provision would soon be made for the *real* education of every boy in his teens. All admit the value and necessity of a certain amount of literary training and it is now generally conceded that scientific and manual training has at least equal value, and that the average boy, with average prospects before him, is most fortunate who has literary, scientific and manual training *combined*. This joint education is offered in what is commonly called a manual training school.

Prof. C. M. Woodward, of St. Louis, planned and organized the first successful Manual Training school, and his school and his experience have served as the guide in the organization of manual training schools on independent foundations, and of manual training high schools by Boards of Public Schools, both in this country and abroad.

The list of manual training high schools is already a long one, and it is growing rapidly. The advice and inspiration of Prof. Woodward is sought from all sides. During the Christmas holidays he addressed the South Dakota State Association at Sioux Falls, and in January he makes a lecturing tour east, visiting New York and Boston. On January 19, he will give a public address in Fitchburg, Mass., his native town. It was in the Fitchburg high school that his educational career started, and he will meet many who were his school mates in the '50's.

On January 20, under the auspices of the "Woman's Club," he will address the citizens of Worcester, Mass. This movement to bring Prof. Woodward to Worcester is significant in view of the pronounced opposition of Mr. S. P. Marble, the City Superintendent to anything in the shape of manual training.

BEFORE the formation of "The American Book Co." the several publishers of the various series of text books used in the schools were anxious to have their own excellent books adopted, and in order to secure their adoption they were very liberal with "sample copies," or, as they were politely termed, "desk copies," for the use of teachers. That some teachers took advantage of this "liberality" to "stock up" in text-books of all kinds, no one can doubt; that sometimes their avarice and greed got the better of their judgment, would be natural. It is claimed that sometimes pupils even were instigated and encouraged to write for and secure "desk copies." Sometimes on the plea of "introducing books—*one* book would be "introduced" and three or four "desk copies" asked for "gratuitous" use. The *drain* on publishers become constant and heavy. There are over four hundred thousand teachers in the public and private schools of the United States, and if a book or series of books could be had for the "asking," those who stand behind and pay for these books, and pay the postage and express on them, must have a long purse and a deep one.

All teachers do *not ask* for books on these terms. Many *have* done so for reasons above stated. If, now, our teachers would maintain their self-respect and their independence, worth to themselves and their schools vastly more than any series of text-books, they will waive all this "desk copy" solicitation business, for which, the liberal publishers themselves, have been largely responsible. One cannot get something for nothing in this world without injustice to some one.

THIS little Cabal in the N. E. A. who are run by the less than little "boss" from Boston, seem to be afraid the "boodle" he has gathered will slip into the control of those who contributed it, if they are allowed to *vote*. Are all our teachers fully alive to this important work? Why is Sheldon the only safe man to cast a vote for the officers of the N. E. A? Why are the rank and file who pay the bills so incompetent and so dangerous to trust.

Of course if the children are reciting lessons about the State in which they live or about St. Louis, Chicago and New Orleans, Boston, New York, San Francisco, Galveston or any other city, they must have a map before them to locate properly these places or any others of which the lesson treats, and so trace their relations and connections with other parts of the country and the world.

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THE State Teachers' Association now holding its meeting in Des Moines, Iowa, under the leadership of Hon. Henry Sabin, State Superintendent of Public Instruction, is one of the most complete and thoroughly organized State Teachers' Associations in the country.

Its several departments are divided so as to cover almost every phase of the subject, and a digest of the topics or questions for discussion have been printed and circulated very extensively. The three or four principle topics are arranged under the following head. "Moral Instruction in Public Schools," "The Problem of Individuality in Instruction," "What Should Precede the American University?" These several items are to be fully discussed at the Educational *Council* of which Hon. Henry Sabin is the President, and M. F. Avery, Secretary.

We advise our friends to write to the secretary for copies of this preliminary report. His address is Cedar Falls, Iowa.

We are indebted to United States Senator F. M. Cockrell, for copies of the "Force Bill," and various copyright bills and other important public documents from Washington.

Senator Cockrell never forgets his friends and constituents.

INTELLECT and understanding such as is trained and developed in our common schools is not a mere "tool" as some persons are apt to figure, it is a *hand* which can handle any and all tools.

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ILLINOIS
EDITION
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E. N. ANDREWS, Chicago.....
J. B. MERWIN ..... } Editors

INTO what a new, larger, grander horizon these teachers conduct their pupils day by day, giving them acquaintance with, and sight, and insight into the outside and out-of-sight world. Enlarging their thought and their interest warning them away from the narrow, and the selfish and the innane. What a work is this. Who can measure its influence and its importance.

THE teacher in his or her work and devotion, seems to say: "I am not only thinking of, but *working* for the future. Such work is sublime.

SHELDON found the means and used them to belittle himself. He did not thereby belittle the N. E. A. Only those who submit, without a protest, can thus be belittled. If any one but Sheldon has voted for years, we shall be glad to publish the fact. Perhaps the rank and file are not safe. Why?

ILLINOIS.

"All my reports go with the modest truth."
—SHAK.

THE annual Report of Dr. Richard Edwards, State Superintendent of Public Instruction will show the number of males under 21 years old, in the State to be 879,205; females, 864,839; total, 1,744,044; number between 6 and 21 is 1,163,440. Out of a total of 11,511 districts, school is held in all but 32. There are 1,524 graded schools and 10,737 ungraded.

The total enrollment of schools in the State is 778,819; number of teachers 23,164, of whom 7,522 are males. There are 209 public high schools and 998 private schools with 105,232 pupils. During the past year there were 230 school houses built, making a total 12,252.

There are libraries in 1,607 districts. Volumes purchased during the year, 65,833, making 167,695 books in the school libraries.

The highest monthly wages paid to men as teachers is $300, to women as teachers $220; the lowest to men is $13,50, the lowest to women $10 Amount of district tax levy for schools $10,465,782. Estimated value of school property, $26,335,281; apparatus, $4,228,896. Total receipts of the department for the year, $153,077.57; expenditures, $121,392.81; balance on hand July 1, 1890, $3,140,464.96.

A MOVEMENT was made at the State Teacher's Association in favor of electing county superintendents in June instead of November, the object being to remove as far as possible the schools from politics. The association accepts the responsibility of presenting an educational exhibit at the World's Fair.

The following officers were elected: President, Alfred Kirk, Chicago; Vice Presidents—Geo. R. Shawhan, of Champaign; S. M. Ingles, of Carbondale, and Miss J. Rose; Secretary, Joel M. Bowlby, of Metropolis; Treasurer, C. O. Scudder, of South Evanston; Railroad Secretary, Homer B. Evans, of Chicago; Executive Committee—T. C. Clendenin, of Cairo, chairman; G. F. Miner, Edwardsville, and Miss Cora Lewis, Chicago.

Members of Reading Circle Committee: B. R. Rankin, of Streator; Miss Nora Smith, Tuscola; C. J. Kinney, Rockford, and S. G. Burdick, Centralia.

The Illinois State Reading Circle today reorganized by electing State Superintendent-elect Henry Raab, chairman, and Miss Annie Anderson, of Carbondale, secretary.

Edw. E. Hale

A NEW PROFESSORSHIP.

"He was famous sir, in his profession,
And it was his great right to be so."
—SHAK.

THE *New England Magazine* for November contains an article by Edward Everett Hale, in which that wide-awake divine suggests that every American college should have in its faculty a "Professor of America." Hear him:

"Would it not be a good thing to have one man in every such institution whose business it should be to show to the young men or the young women who study there how it is that their country is utterly unlike all other countries—how it is that even language that is appropriate to other parts of the 'English-speaking world' is inappropriate here? Granting what is perfectly true, that there is no such thing as American geometry any more than there is such a thing as Belgian religion, or as Spanish chemistry, still, on the other hand, there is such a thing as American government; there are such customs as American customs; there is such a climate as an American climate; there are systems of trade which are American systems; and out of this, as a whole, there has grown up a social order which is distinctly American.

MOTHER HOME AND HEAVEN

"Hast thou not dropped from heaven?"
—SHAK.

IN this remarkable book there seems to have been caught the most, the best and the highest thoughts that have yet been syllabled, and that have been wandering through both, time and eternity.

They have been expressed.

"With words whose wonderous flight
Bore thoughts that reach,
Through rythmic speech
To sunlands, out of sight"

and that touch and reveal the deepest springs of human action.

The Editor, Mrs. E. A. Newman, wife of Bishop Newman who writes the introduction seems to have gleaned with wonderful sagacity and a rare motherly instinct from the literature of all ages and climes the genius, splendor and inspiration of the high souls, which have uttered themselves on these three themes dearest and most sacred of all, "Mother, Home and Heaven."

More than *five hundred authors*, bring hither their garlands and lay them on these three altars.

It is good to worship here,—there is no worship more authentic.

The noblest sentiments, which the most gifted souls have clothed with burning words of love—bringing melody and peace into every heart touch us, "as with a live coal from the altar."

What sweeter names, what purer love, what dearer hope have we in all this earth than the noble trinity which forms the theme of these golden gleanings?

In books like this lies the *soul* of the past, the present and the future, here is the harmony of three spheres all chanted divinely, in the cathedral music of love, for all the millions.

Poets are more than the prophets of nature; they are the artists of imagination who fresco on the future the longings and aspirations, the loves and hopes of a deathless soul.

The editor has culled also from prose writers; and their better thoughts are intermingled here with those of the "Seers," who have spoken in rythmic numbers.

It is a sumptuous royal "Gift Book" to make this or any season memorable containing about one hundred superb illustrations from designs some of which seem to have a touch like that of an antique Raphael, with their delicate spirit of beauty and a finished charm that show a noble, full-souled conception of the tender and holy sentiments they serve to illustrate.

The N. D. Thompson Publishing Company, with their headquarters in St. Louis, make us proud of the city,—of the State—of the nation—in this production, in all its departments.

The "mothers" and "homes" of these 62,000,000 of people in America, owe them a debt of gratitude for this noble contribution to strengthen these three, golden links, of Mother, Home—and Heaven, so superbly presented.

NEW BOOKS.

ARBOR Day Manual. An aid in preparing programs for Arbor Day exercises Edited and compiled by Charles R. Skinner, A. M., Deputy Superintendent of Public Instruction, State of New York. Cloth and gilt. Pp. 456. Weed, Parsons & Co., Albany, N. Y.

Arbor Day, the new school festival, is now observed in every State in the Union. Besides inspiring a reverence for nature, as shown in the noble trees which give life to every andscape, and a resolve that the forests of the land should not be wantonly destroyed, the observance of the day has done very much to beautify the school grounds of the country. As Bryant has well said, Nature speaks a various language to those who, loving her, hold communion with her visible works. Writers in all countries, and in all ages have interpreted this language, and the "Arbor Day Manual" is a grand collection of the best things which our best authors have written. None can realize, until the feast is spread out before them, the beauties of our literature concerning trees, forests and flowers. And then, a feeling of admiration must spring up for our American authors who have written so sympathetically and so earnestly on the lessons inspired by a study of "God's first temple."

The observance of Arbor Day, in almost every instance, is accompanied by the exercises of a literary character, in which appropriate selections and songs are given by the scholars, under the direction of teachers. Teachers have found it no easy task to make ready and satisfactory selections for use on these interesting occasions. The "Manual" comes at an opportune time, and is a *complete guide* to teachers in this respect, giving hundreds of the choicest gems in the language, arranged in attractive forms with specimen programs and songs.

Altogether the "Manual" is a work which deserves a place in every school district library, upon the desk of every teacher, and may well be placed on the center table of every home, as a constant reference. It would be well, too, if it could be used as a reading book in the advanced schools of the country. It would teach the young valuable lessons in the study of nature, as taught in no other way, and by no other book. The charming poems of Bryant and Longfellow cannot be read without making the reader better, and the good things which Holmes has written about trees can be read a score of times with increasing satisfaction.

One great advantage shown in the "Manual," is the complete reference index, giving subjects and authors, arranged in a most satisfactory manner.

We cannot commend this new work too earnestly to all who take an interest in Arbor Day, and who are glad to associate it with pleasant exercises in our schools.

THE Genesis of Nature, by Thomas H. Musick. New York, John B. Alden, 1890.

From Aristotle to the present day science has developed through what may be called an unbroken lineage. There have been periods of suspended animation. But the organic unity of the process is evident enough to the careful student.

It is this unity, indeed, that gives to the investigator at once both assurance and encouragement in his work. Each fresh discovery emphasizes anew the same fundamental principles. Thus as from time to time these principles, instead of being overthrown and replaced by others, are only revealed anew as having greater wealth of meaning than had been hitherto suspected, it is evident that the basis of faith in the established order of the world as a distinctly reasonable order is deepened and widened with every step in the progress of science. In fact science is but the more strictly formal aspect of the advance which a great part of the human race has made from polytheism to monotheism—from the idea of many disconnected, arbitrary forces to that of one all-inclusive, absolutely, self-consistent energy.

Now the theory of conservation of energy, which Mr. Musick proposes to overthrow, is precisely the central conception of all genuine science. It is, in fact, but the outward form of what Aristotle set forth as the necessary Law of Thought, and which, as any thoughtful person can soon and easily convince himself, are well "necessary" in the sense that if he really thinks at all he *must* think in accordance with those laws. Rightly understood, too, the law of the Conservation of Energy is nothing more nor less than saying in scientific terms, what Isaiah long since expressed in prophetic phrase: "that the high and lofty One who inhabiteth Eternity is without variableness or shadow of turning."

On the other hand to take detached quotations from the works of a multitude of scientific writers as Mr. Musick has done to the extent of a full fifth of his book—and, from these detached quotations as a basis, to attempt to refute the whole of modern science is to adopt a very dangerous method; a method, in fact, by which all creeds (his majesty's included) may be alike proven and refuted from the Bible.

In short, on general grounds it is easier to believe that the author of this volume is mistaken than it is to believe that the whole scientific world has been wholly in error, nay, even completely wrong as to its central principle. Besides when we come to examine the book it bears evident marks of hasty construction rather than of well-digested materials and genuine organic development.

We fear that Mr. Musick's effort to strengthen faith at the expense of science is in reality calculated rather to weaken faith, however little effect it may have in overturning science. In fact such publication of detached statements of scientists apparently antagonizing the doctrine of immortality, for instance, is to give an erroneous impression of the actual trend of modern science when this is rightly interpreted.

It seems to us that the one profitable thing to be done in dealing with the "errors" and "evil tendencies" of modern science is rather, (1) to emphasize the fact that the vagaries or extravagances of individual scientists are merely incidental and even accidental in the process of the development of science as such, (2) To recognize the real spirit of modern science as a determined search for truth at all hazards, and (3) to unite in this same spirit to trace the essential thread of positive significance, thus far disclosed to its logical conclusion—which conclusion we do not in the least doubt, is: that the ultimate Energy of the World is a conscious, personal energy—that it none other than He whose eternal Word is: "Let there be light," He in whose likeness man is created, and who by that fact is beyond all controversy assured of immortality.

THE CENTURY MAGAZINE. — Two sumptuous full volumes of "*The Century Magazine*" from Nov. 1888 to April 1890, with nearly a thousand *pages* of letter-press, and illustrated, with another thousand pages from May 1890 to, and including October 1890, come, in their solid "Old Gold" for an appropriate notice. We are not quite able to "notice" as fully or as appropriately as we ought this wealth of material stored within these ample and beautiful covers. Latterly, the publishers of "The Century" and "St. Nicholas," have taken the great and appreciative public into their special confidence and have told them some of the particulars as to how these grand treasures are produced—at least, so far as the mechanical part of these great volumes are concerned. The engraving the printing, the folding, stitching, the mailing, etc., etc—better than if the million of readers had been invited to visit the establishment in New York, because they can now see and read and re-read, at their leisure, these wonderful processes. If they had paid a hasty visit to the publication office of "The Century" and "The St. Nicholas" in New York, they would have brought away a confused notion of these splendid results of the skill, ingenuity and wisdom displayed in the *making* of these magazines.

"The *printed page*" tells it all, to us, to read over and over again until we become somewhat familiar with the mechanical processes employed. But who can tell how or where, or by what occult influences, the thoughts, fancies, aspirations, ideas, which are thus "clothed upon" and become palpable, understandable, powerful, seeable, readable, memorable—who can tell us how all these come and from where. That they *have* come, have been caught, and framed and dressed, that *we* have them, that they enter in to gladden and inspire and make noble the lives of sixty-two millions of people in this country and as many more across the water. This we know, realize, and we are thankful for these revelations. Take "The Lincoln Papers," take the "Jo. Jefferson Papers," take the "Present Day Papers," take the "Artists' Papers," take the Municipal Study Papers," or any of the other series of "papers," the mere mention of which would consume pages of this journal, and where in ancient or modern literature will anything more readable, instructive and interesting be found. We wish every "reading circle" from Maine to California and from the Lake of the Woods to the Gulf of Mexico could be furnished with these four magnificent and beautiful bound volumes of "The Century Magazine, and "The St. Nicholas" for 1889 and 1890.

Among the beautiful, useful and unique "Calendars" for 1891 that of the *Three Blind Mice*" ought to and will, attract special attention. The illustrations are the work of an invalid but the spirit, vigor and wit with which they are drawn will bring a perpetual smile of cheer to the thousands of homes who secure this unique memento. They must be seen to be appreciated and enjoyed. The author says:

"Years ago, in the long days of a happy, though crippled childhood, there was an *old attic*, in an old south gable, hung with braids of shining yellow seed-corn, "herbs," old clothes and cobwebs.

It was furnished with chairs minus one leg, half a back, or a whole——bottom; an ancient, springless, "haircloth sofa," with lion's feet for legs and slippery, chilly rolls on either end called pillows; a spinning-wheel or two; barrels of butternuts (with hammer large stone and shuck-pile) an old-fashioned hair-trunks, splendid with bronze locks and brass nails, and filled with papers, books, magazines, and all those odds and ends of print and picture which are the dear delight of youthful readers.

In that attic I lived, on rainy days. A tall window with pointed top, gave me an abundance of light straight from heaven and I lay on the old "sofa" for hours at a time, wrapped with a worn "star-quilt," if the weather was cool, reading and thinking, and wondering, until things grew dim and distant, and I often fell asleep.

In the bottom of one of the trunks I found, one day, a leaf torn from an old Journal on which was printed the following pitiful solo—as nearly as I can remember it—and the notes of mice, and cat and the farmer's wife made an impression on me which has always remained, I never laughed, but I never *tired* of looking at the queer legs, long tails, and big ears of the quarter and eighth notes, and I think the year of '91 may be robbed of some of its care and weariness if the song of the "Three Blind Mice" hangs upon the wall."

Published by O. H. Bardeen, Syracuse, N. Y.

OBJECT TEACHING.

It is a settled *fact* in education that the pupil, in order to *do* the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because *so much more* can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only *ten cents per year!*

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs $60.00, and they last twenty years, that would be only $3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be *ten cents* per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of *Blackboard* surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

A STRONG APPEAL.

"Indeed, it's true."
—SHAK.

ABOUT *one hundred and fifty* of the leading educators of Illinois signed the following appeal to School Directors: "The undersigned, County Superintendent and Teachers of Illinois, call the attention of school directors to the *great need* of furnishing *every* school with plenty of GOOD BLACKBOARDS, all around the room;

AN UNABRIDGED DICTIONARY;
A SET OF OUTLINE MAPS, and
A GOOD GLOBE.

These tools are to the teacher what the *sledge-hammer* is to the blacksmith,—the saw to the carpenter, the ax to the woodman, or the plow to the farmer.

Therefore, no district, however poor can afford to do without these necessary helps.

With *Blackboards*, *Outline Maps*, and a *Globe*, any teacher can do from two to ten times as much work in quantity, and tenfold *better* work in quality.

The immediate use of these much needed implements can not be too strongly urged upon *all* school officers and teachers, because they are as essential to the success and prosperity of the school as the desks and seats in the school house.

Reason demands these implements in the school-room as potently as necessity calls for the axe, the plow and the hoe upon the farm.

These things are not only invaluable, but are *absolutely necessary* to the success of every school.

In fact the school law says (Sec. 43 and 48), that directors *shall* provide the necessary articles for all schools."

This is a wise, timely and profitable provision of the school-law, too.

THE *wisest* teachers say and insist upon it that geography, by the use of maps, and history should be studied together.

Geography is place.

History is events.

Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge to the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who attempts to recall the geography lessons learned in childhood, or even five years ago.

Let geography and history be studied together with the constant use of maps.

READ it, and show it to your friends. Let us all know just how the little tin gods on wheels who elect themselves to office in the N. E. A. are made. Page 6, Sec. 2, Article IV of the Proceedings at St. Paul for 1890.

SLATED PAPER
—FOR—
BLACKBOARDS,
Sent by Mail,
POST PAID,
$1.00 Per Yard up to 5 Yards.

Please read the following late Endorsement:

COLUMBIA, MO., Sept. 5th.

J. B. MERWIN,
Manufacturer and Dealer in School Supplies,
704 Chestnut Street, St. Louis, Mo

DEAR SIR:

Please send me as soon as possible, **TWENTY-FIVE** Yards more of your **SLATED PAPER** for Blackboards. The increase in the number of my pupils demands more **BLACKBOARD** area. I make the above statement to let you know that I am not buying now to replace the old—as that which I purchased of you five years ago is still in **VERY EXCELLENT CONDITION.** In fact, after giving it the test of *constant use* for a term of years, I unhesitatingly pronounce it **SUPERIOR** to any BLACKBOARD SURFACE I have tried—unless it be your **LIQUID SLATING** on a hard finished wall. Send also your best **Crayons** in usual quantity. Yours Truly,

R. P. RIDER,
President Stephen's College,
Columbia, Mo.

We send this *Slated Paper*, thus *Strongly Endorsed* after being so thoroughly tested for years, **POST PAID** by mail at $1.00 per yard up to five yards.

For further information, Circulars of Globes, Outline Maps, **SLATING**, and *everything* needed in Schools, call upon or address, with stamp for reply, and write direct to

The J. B. Merwin School Supply Co.,
1120 PINE STREET, ST. LOUIS, MO.

LOUISIANA
EDITION
American Journal of Education.
$1.50 per year in advance.

HENRY E. CHAMBERS, New Orleans..... } Editors.
J. B. MERWIN, St. Louis..... }

EVERY school opens up a grand new page of knowledge and power for the people, and to-day commences, and insures a better future for the new to-morrow. Let us stand solidly by the new teachers in their work, and establish, protect and perfect our various systems of both private and public education.

CHRISTIAN UNITY.

"Renowned for this, as far from home,
For Christian service and true chivalry."
—SHAK.

THE recent commercial disturbances have again illustrated what the Chicago and Boston fires and the Johnstown flood had already demonstrated viz.—the solidarity of Christendom. When the historic house of Baring Bros., London, stood on the verge of bankruptcy, every business firm in Europe and in both Americas felt the impending shock—happily averted by the prompt intervention of the financial magnates.

God is more and more binding the ends of the earth together.

The isolation and antagonism of the past are no longer possible. Danger and suffering are no longer individual; they are communal, national, international. Cities, as one hath said, are connected like children of one family.

If one is striken all are anxious, if one is assaulted all come to the rescue. We realize, as never before, the intimacy of that association of interest with which, through Christian civilization, God is binding men together.

Current events are all the while interpreting and illustrating St. Paul's dictum that "no man liveth unto himself."

It is now *all* for each and each for all.

HON. S. M. FINGER, Superintendent Public Instruction, Raleigh, N. C., will please accept thanks for the Report of the Department of Public Instruction for that State ending Oct. 1st, 1890.

We have looked through the clearly printed pages of this valuable document with growing interest; and while there is not a highly colored picture drawn of the condition of things educationally in North Carolina, there is *steady progress* shown, and innumerable valuable suggestions made to teachers, tax-payers and the legislature, which if adopted, will go far to remedy such defects as exist at present.

[illegible] there are a great many different removable[illegible]ms to solve as yet, in educating the people of the old North State, but Superintendent Finger is making a heroic struggle to do the most and the *best* with the means and facilities at his disposal, and we congratulate him on the fullness and completeness of his report.

TOOLS TO WORK WITH.

Our tax-payers and school officers, too, understand now, that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight-inch Globe, are, to the teacher in his work, what the sledge-hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The *time* and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "*tools to work with*," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors *shall* provide these necessary articles.

PROF. R. Marvin Steller, of St. Louis country, Mo., writes as follows: "Please send us 'Aids' for the enclosed amount, by return mail. Your system of 'Aids to School Dicipline' is as near *faultless* as one can be. I have used them for years and could not conduct my school without them. They *increase the attendance;* they prevent tardiness; they interest pupils and parents alike, and I could not get along without them. Send by return mail."

Yours truly,
R. M. S.

OUR AIDS.

"I say no more than truth."
—SHAK.

PLEASE to read what is said of the *practical* beneficial results of using our "Aids to School Discipline." It is said that the attendance has increased more than 100,000 by their use.

Your "Aids to School Discipline" recently sent me, have been used in the "Chapel Hill School," and the result I wish to make known so that others may see how valuable they are.

They produced *industry* at once, and awakened a new interest among the pupils and *parents*; and there has been no *tardiness* or bad conduct among the pupils since I began their use. And of course we are all highly pleased with such results.

Please to send another set by first mail and oblige,

Yours very truly,
A. L. A.

MEMORY

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I. THE MASTERY OF MEMORIZING.

Contains also. Hints on Legal Study, by Wm. Raimond Baird, M. E., LL. B.; Remarks on Bible Memorizing, by Bishop John H. Vincent; Suggestions for Students, by Wm. A. Dunning, Ph. D., of Columbia College; Hints on General Study, by G. F. C. Smillie.

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JAS. P. DOWNS, Publisher, 143 Broadway, P. O. Box 1202, New York.

—A HIGHER—
History of the United States!

BY HENRY E. CHAMBERS.
NEW ORLEANS, LA.

—FROM THE—
Cincinnatti Commercial Gazette.
SEPTEMBER 28TH, 1889.

"One of the most elaborate text-books ever produced in the South is A Higher History of the United States, by Henry E. Chambers. It is well printed and profusely illustrated. The Civil War is treated from a conservative Southern point of view. The author holds that both sides were right in motives. The tone of the book is not calculated to stir up strife, and Mr. Chambers looks forward hopefully to a great national future. Evidently, the author is a man of moderation as well as of learning."

Dr. Holbrook, of the Great National Normal University, Lebanon, O.

"We are delighted with this book. It is a successful effort to teach history to a section WITHOUT SECTIONALISM. It is a Southern History, but it is generously cosmopolitan and national in spirit. By this we do not mean that Southern ideas are sacrificed or ignored; neither do we mean that Northern ideas are depreciated or disregarded. The author fairly states the ideas of all sections *without rancor or partianship*, without a shade of truckling or brag. The events of our nation's history are fully and fairly recorded.

Chicago Herald.

"As a rule, the historian (Prof. Chambers) writes in a commendable spirit of patriotism—takes no look of regret backwards, but urges the South to press onward and build up on the lines of a new civilization. He has tried to deal fairly with his great theme."

Magazine of American History, N. Y. City.

"One of the best School Histories that has come into our hands in many a year. It is a text-book that we can cordially recommend to teachers and committees."

ELLA C. SABIN, SUPT. OF SCHOOLS, PORTLAND, ORE., WRITES: "We have in use as reference books of every school history published, but find none as valuable as yours. Few have succeeded in joining a true conception of historic values with a remarkable knowledge of technical requirements as you have done. A good teacher might arrange for herself (in a blank book) much of the supplemental matter you give, but it would only be after years of patient experience.

The above is disinterested testimony to the value of the *Hansell Histories* as superior text-books. Their introduction and use in the public schools of Nashville, Vicksburg, Meridian, Birmingham, Dallas, Raleigh, Charlotte, New Orleans, and many other school centres of the South is the strongest testimony of their adaptability to Southern school use. Write for full particulars.

F. F. HANSELL & BRO.,
—PUBLISHERS.—
94 and 96 Canal Street, NEW ORLEANS, LA

"*Tarbell's Lessons in Language*" will certainly accomplish the design of its distinguished author who says that "*every* pupil passing through our schools should be taught to use his native tongue with readiness, clearness and accuracy in both its spoken and written forms. He should be able to *write letters* to his friends, and conduct his business correspondence in a business-like way." Look at the facts stated officially in another column that more than "*six millions* pieces of mail matter are sent to the Dead Letter Office" every year, a "daily average of over *twenty thousand pieces*." A book which will correct, or help to correct such an evil, such a lack of training in our schools must be of very essential service to both teachers and pupils.

BOSTON, GINN & CO.

PROF. J. F. BEEKS, Superintendent of Schools of Orange county, Fla., writes us clipping the following from the "American Journal of Education:" Let our teachers be paid in all the states promptly at the end of each mouth as the other state and county officers are paid." In Florida the teachers are *always paid* regularly each month. All teachers reports, in this office, on the first Tuesday after the first Monday are audited and paid, if correct." Certainly the true faithful teachers should be paid promptly at the end of each month in all the states.

BOOKS are not only the chosen but the everlasting possession and inspirature of men.

WASHINGTON
D. C.,
EDITION
American Journal of Education
AND NATIONAL EDUCATOR.
$1.50 per year in advance.

JERIAH BONHAM, Washington, D.C.
J. B. MERWIN, St. Louis..... } Editors

IN this contest for interior truth how grand and safe it is for the teacher to stand for the highest truths all the time—for the *essentials*—truth, honor, intellegence and the increments of power *the people* gain by these, rather than by the "spoils of office." This exalts one into the light of divine action.

THESE teachers throw a light, resplendent with truth and armed with power athwart the pathway of all the coming generation by their work in the schools of the land.

THERE is, you know, for all souls, the eirie, and the abyss. Towards which are you, as a teacher, leading your flock of children. There is no neutral ground for a teacher in such a time as this.

Do your school directors and officers help you to train and to teach by their precept and example for the highest and purest style of citizenship.

BURKE said there were three Estates in Parliament—but in the *Reportes* Gallery there sat a *Fourth Estate* more important far, than *all* the rest.

"Literature will take care of itself said Mr. Pitt when applied to for some help for Robert Burns.—Yes added Mr. Southy it *will* take care of itself and of *you* too if you do not look to it.

THESE teachers by their intelligence ability and character are a *guidance* for the children—lacking intelligence ability and character—they become a miguidance —— What sort of teachers do *you* employ.

Wise School Offices seek out and employ and compensate the wise teacher and get genuine guidance for the children. Ignorant school officers who are penurious stingy, skinflints employ the latter sort and get—oh- what and how much misguidance into wickedness, crime and poverty.

SEVERAL gentleman write us in regard to the statements made by one of the officers of the N. E. A. We understand the matter perfectly. Sheldon got together nineteen, got his "ring," all named, himself, with the rest, and the *ninteen* present all came out "officers." Of course Sheldon must perch himself on the shoulders of some respectable men in order to attract any attention and so the names of quite a large number of respectable people appear in his list of officers of the N. E. A. We all know they do not belong to the self electing, self-perpetuating "little tin god" crowd at all.

THE PRINTED PAGE.

"Then join you with them like a rib of steel,
To make strength stronger."
SHAK.

It is claimed by those best posted that eight persons read every paper published before it is destroyed, many persons read this journal and read it again so as to reinforce themselves with arguments to meet opponents to certain important school measures.

We have, on the above basis nearly two hundred thousand readers, and the result is manifest in the *steady* and *solid improvement* of our school system in all the States where *this* Journal circulates. We want on this account to *double* its circulation in all the states, and we ask our teachers in *all* the states to help us do this.

OUR valued contemporary, the *Educational Courant*, of Louisville, Ky., in speaking of the *direct money value to the teachers* in the circulation of *this* JOURNAL among the people, said:

"A year or two ago, the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and tax-payers would reimburse each teacher fourfold its cost in one year. The teachers caught the idea, and wisely and zealously aided, until **one hundred and fifty thousand copies** were put into circulation. At the close of the year the report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62.** Of course it was not claimed that all this was due to the **Journal**—but that it was an active and prompt factor in securing this **desired result,** no intelligent person will deny."

OUR schools lift women out of drudgery, and made her the queen of intelligence, showing her how to use nature so that the days which come shall wax not only stronger, but grander.

EIRIE, aery, airy, eyry, eyrie, airie, aiery, ayry, ayery, eyerie. How do *you* spell Eirie? The dictionaries give the above methods. Is it not a *sort* of an excuse for some of us, who sometimes spell words as others do not, spell them?

SHALL this boy be a man—a moral hero, a star on the forehead of the state or the nation, or an ishmalite, a criminal, a monster? Give him a chance. Send him to school to a competent teacher—he shall become a savior. How vast the difference. The schools are worth all they cost, you see.

REVOLUTIONS in political matters means the ascension and accession of the people to power over the corrupt and the unscrupulous place hunters. The *people* need to be both moral and intelligent. The schools train in these directions all the time. Let the people sustain the schools liberally, and so arm and protect themselves from the demagogues who usurp place and power for plunder.

MANUAL TRAINING.

"Grow this to what issues it can,
I will put it in practice."
Shak.

IN the preface of his new work, "*Manual Training* In *Education*," a new volume of "*The Contemporary Science Series*," Prof. C. M. Woodward says that "during three years the subject has grown astonishingly. It has not only spread into every important city in America, but it has been the subject of earnest discussion in all lands. Friends and foes have appeared in vast numbers, and every phase and bearing of manual training has been closely examined. I have found it impossible to ignore the developments of these three years. The interest has centred on new points, and I have been forced to write a book almost entirely new. In it I have brought the discussion down to date. I have reduced the amount of practical details to a minimum, and I have discussed more fully the strictly educational bearings of manual work. The recent reports of the United States Bureau of Education contain such full and satisfactory statements of the progress of manual education, that I have omitted entirely the historical element.

In England, no less than in America, I am happy to believe, the progress of the last few years has been distinctly marked. The distinguished services of such men as Sir George Whitworth, Mr. William Mather, M. P., Sir Philip Magnus, Sir Henry Roscoe, and Sir Lyon Playfair, in public life; seconded by such educators as Professors Thompson and Huxley, of London; Professor Ripper, of Sheffield; Professor Dixon, of Glasgow, and Professor Reynolds, of Manchester, endorsed by certain Journals of Education of great influence, have been crowned with a large measure of success. If this book in any way helps on the cause of rational, wholesome education, a cause which has come to be very dear to me, I shall be abundantly satisfied. Ever since I attended the Education Conference in Manchester, in April 1885, the people of England and English educators have had a very warm place in my heart. I trust it may appear from this volume that my interest in the most vital of living questions—that of the education of the coming men—is no less warm and no less fraternal now than then.

THESE schools for the people not only give the masses power, but they establish, protect and perfect a new and a grander Christian civilization. They are worth ten fold their cost of both time and money. In fact without them time and money would be only another name for barbarism. Let us extend and perfect the School System in all the States.

BRONCHITIS

Is an inflammation of the bronchial tubes—the air-passages leading into the lungs. Few other complaints are so prevalent, or call for more prompt and energetic action. As neglect or delay may result seriously, effective remedies should always be at hand. Apply at once a mustard poultice to the upper part of the chest, and, for internal treatment, take frequent doses of

Ayer's Cherry Pectoral

C. O. Lepper, Druggist, Fort Wayne, Ind., writes: "My little sister, four years of age, was so ill from bronchitis that we had almost given up hope of her recovery. Our family physician, a skilful man and of large experience, pronounced it useless to give her any more medicine, saying he had done all it was possible to do, and we must prepare for the worst. As a last resort, we determined to try Ayer's Cherry Pectoral, and I can truly say, with most happy results. After taking a few doses she seemed to breathe easier, and, within a week, was out of danger. We continued giving the Pectoral until satisfied she was entirely well. This indisputable evidence of the great merit of Ayer's Cherry Pectoral has given me unbounded confidence in the preparation, and I recommend it to my customers, knowing it cannot disappoint them."

"Ayer's Cherry Pectoral cured me of a bad cough and my partner of bronchitis. I know of numerous cases in which this preparation has proved very beneficial in families of

Young Children,

so that the medicine is known among them as 'the consoler of the afflicted.'"—Jaime Rufus Vidal, San Cristobel, San Domingo.

"A short time ago, I was taken with a severe attack of bronchitis. The remedies ordinarily used in such cases failed to give me relief. Almost in despair of ever finding anything to cure me, I bought a bottle of Ayer's Cherry Pectoral, and was helped from the first dose. I had not finished one bottle before the disease left me, and my throat and lungs were as sound as ever."—Geo. B. Hunter, Altoona, Pa.

Ayer's Cherry Pectoral,

PREPARED BY

DR. J. C. AYER & CO., Lowell, Mass.

Sold by all Druggists. Price $1; six bottles, $5.

BICKNELL undertook to inaugurate this "boodle business" at the meeting of the N. E. A. held at Madison. Dr. Stennett, now assist to President Hewett was then the General Passenger Agent of the C. & N. W. R. R. at Chicago. Bicknell undertook to "put up a job" so as to get $2.00 out of *all* the people who travelled over that line during the sessions of the N. E. A. from Chicago to Madison, Wis. Dr. Stennett declined to become a party to any such "boodle" arrangement as this, Bicknell bawled so loud and long over the "*dishonesty*" of the teachers of the country and called them so many hard names that he either *had* to retire from the *New England* Journal of Education or it would lose its constituency. Bicknell retired—the teachers multiplied and have done very well in their work and he as an "emigrant agent" has found his congenial and proper place.

IT is said that Sheldon and his "boodle schemes" have now been repudiated by the railroad men altogether, that he has run this "boodle grab game" as deep into the mire as he has the N. E. A. into the mud. Boss Sheldon should now retire, also.

NEW BOOKS.

Statistics of Railways in the United States.

We are indebted to Edwin A. Moseley, Sec'y for the Second Annual Report of the Statistics of Railways in the United States of the Interstate Commerce Commission for the year ending June 30th, 1889.

This proves to be an exceedingly interesting and valuable public document. There are about 150,000 miles of railroad track in the United States Which gives employment to 704,743 workers. It is a safe estimate to say that, independently of stockholders, the railway industry of the United States provides a living for 3,000,000 persons, or about one in every twenty-one of the total population of the country.

The Report gives us the name of every railroad in the United States with its mileage and a vast amount of other exceedingly important and interesting matter.

The Index is to be most thoroughly commended, It is about as complete as it would be possible to make it. The members of the Interstate Commerce are, Hon. Thomas M. Cooley, Chairman of Michigan, Hon. William R. Morrison, of Illinois. Hon. Augustas Schoonmaker, of New York. Hon. Walter L. Bragg, of Alabama. Hon. Wheelock G. Veazey, of Vermont. Edwin A. Moseley, Secretary.

Hon. Edwin O. Chapman, Trenton, N. J.—will please accept thanks for the Annual Report of the Board of Education and the Superintendent of Public Instruction N. J. with accompanying Documents, for the year ending August 31st, 1889.

Lessons for a First Year in English Grammar by Jessie McMillan Anderson, graduate of Smith College, teacher of English and Latin at "*The Cedars*," Washington, D. C.

Miss Anderson from "The Cedars," Washington D. C. in her preface to the above, says "My classes of little girls have understood and loved the study of Grammar and by the *help* of these pages. This is my apology for offering them to the public. We hope that they may be of help to many children in beginning the fascinating study of language." Published by John Alden, New York.

THE ST. NICHOLAS MAGAZINE.—As an educator of the young people "*The St. Nicholas Magazine*" stands both prominent and pre-eminent. Put a boy to studying Geography and he gets a vague idea that Greenland is a green spot on the upper part of his map. But let him read Dr. Hayes's "Adventures on an Iceberg," and the Arctic land, as by a touch of magic, becomes a real country. All the dry facts in the school books about the "chief products" and "principal seaports" of Japan will never make that land of dainty decoration half so real as the article in Volume VI, entitled "The Blossom-Boy of Tokio," with its thirty-seven illustrations. But there is not one of the articles that does not stir the curiosity, inform the memory, stimulate thought, and enlarge the range of the imagination. One of the ingenious methods used by the magazine to excite interest in scientific study was the Agassiz Association—the most successful society of young people ever organized for scientific purposes, which was originally founded by *St. Nicholas*.

ITS MORAL AND RELIGIOUS INFLUENCE.

"St. Nicholas" would be a great benefactor if it did nothing but preoccupy the ground, and so crowd out the the ill weeds of noxious books and papers, which are sure to find their way where the attention is not engaged and the taste elevated by better reading. The great antidote to frivolity is mental occupation—and this antidote a juvenile magazine of the highest grade affords. But "St. Nicholas" does far more than this: to hundreds of thousands it is a teacher of religion—not in cold, dogmatic form, not in any sectarian sense. But it teaches what a great orator once called "applied Christianity—the principles of religion as they are applied to ordinary life. Unselfishness, faithfulness, courage, truthfulness—these things are taught in a hundred ways by stories poems, and precepts. And these are the very core of true religion applied to the life.

What a galaxy of eminent men and women has "St. Nicholas," by some hook or crook, beguiled into writing for its lucky children! It would be easier to tell the few American writers of note who have not contributed than to recite the list of those who have, and the greatest artists and engravers brighten its pages with their work.

IN CONCLUSION.

Of the success of the magazine it is not needed to speak. Eminent persons have subscribed for the benefit of those not able to pay for it, for the sake of its educating influence The Ames family subscribe yearly for two hundred copies for the children of the employes in their works at North Easton, Mass. In the third largest public library in America more than three thousand people read "St. Nicholas" every month.

"St Nicholas has a great list of attractive features for the coming year; it will be "better than ever," the editors say, but just how they are going to manage it is a puzzle. The price is $3.00 a year, and the publishers, The Century Co., 33 East 17th Street, New York, will be glad to send a recent back number, without charge, to any reader of this article who is unfamiliar with "St. Nicholas."

IN the January number of *The Forum* Dr. Austin Flint, of New York, will publish an article on "The Revolution in Medicine." Dr. Flint explains the method not only of Dr. Koch's treatment for consumption, but the probable early extension of a similar system of treatment to most of the other diseases that are caused by bacilli, such as diphtheria, typhoid fever, and measles. In the same number of *The Forum* we shall have "Is Verse in Danger?" a literary essay on the outlook for poetry, by Edmund Gosse; "Reform in Railway Construction," by Oberlin Smith; and "The Revolt against Matrimony," by Eliza Lynn, with a strong array of her stories.

"Kindergarten Stories, and Morning Talks," written and complied by Sara E. Wilson,—for young teachers. We have seen nothing more helpful, or superior to these stories, so carefully selected and well told. They can not all be used at one time probably, but young teachers or kindergarteners will be able to get a vast amount of both useful and interesting matter from them.

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"The Historic School of Painting," by D. L. Hoyt. We are glad to call attention to this work because it seems to be the out growth of a series of very critical and intelligent lectures given not only from careful observations, but from the study of standard works which treat of the subject at length.

The authors consulted seem to have been chiefly, Lubke, Kugler, Wornum, Sir Joshua Reynolds, and Mrs. Jameson. Boston, Ginn & Co., Publishers.

We have received from Mr. J. H. Thiry, of Long Island City, N. Y. an interesting pamphlet on "School Savings Bank" in the United States. A manual for the use of teachers rules and regulations, hints and suggestions for the introduction and the practical working of the school bank system with a collection of proverbs. Price 25 cents.

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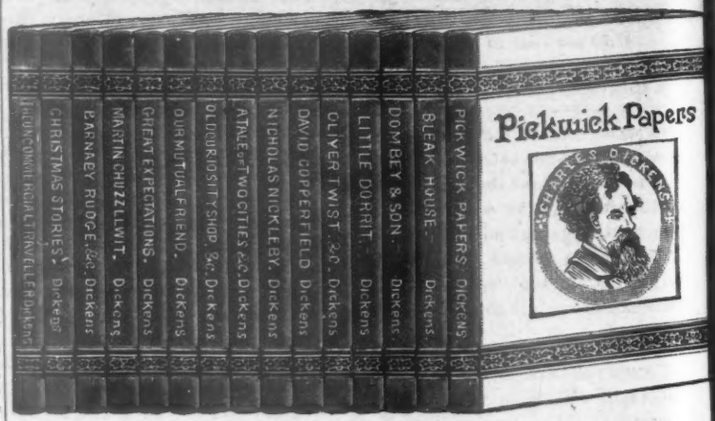

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WE think when our teachers and other people too, read the *official* statement that "over *six million pieces of mail matter are sent annually* to the *Dead Letter Office* by reason of incorrect, illegible or deficient address. "They will see the *importance* of directing all their letters plainly and completely.

THE infamous scheme inaugerated by Bicknell, at Madison, Wis., and carried forward by Sheldon, the other Boston Boss, to "squeeze" large sums of money out of the teachers of the United States for the benefit of the *New England Journal of Education* seems about ready to collapse. The self-electing, self perpetuating "officers and committees" of the N. E. A. at St. Paul were obliged by Mr. Forbes and Mr. Hardy to show their hand, with the above result.

THE American colony, just over the border, in Canada, the thieves, defaulters, criminals are to be reinforced by the boodler, Sheldon, and his "tool President" of the N. E. A., Canfield' to hold another meeting. Such reinforcements do not strengthen, however, such strength is weakness as was proved at St. Paul. We should think Toronto would be an appropriate place for these wreckers.

IF the Boston boodler, Sheldon, and the *New England Journal of Education* need pecuniary assistance we believe in helping them. We will make a liberal personal subscription towards such a relief fund, but we don't believe it is fair or just for Sheldon to "squeeze" $30,000 out of the "school marms" of the country ostensibly for the N. E. A. and then use it to make a "soft place" for such a moral dwarf as he has proved himself to be—in this "thimble riging" business.

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